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and the 'Ancren Riwe.' The so-called 'Canute's Song' is given as follows (p. 240):

"Merie sunge the munaches binnan Ely
Tha Cnut ching reuther by;
'Rotheth cnites noer the land
And here ye thes Munaches sæng.'"

It stands in this form in MORLEY'S "First Sketch of English Literature" and in MORLEY and TYLER'S "Manual," although ARNOLD has long since corrected, in his "Manual," the manifest errors of the text. Other early songs and ballads follow, together with an account of the early Welsh bards. 'King Horn' is very briefly noticed, but a full summary of 'Havelok' is given. Other early English romances are considered at more or less length, and this chapter closes with a full summary of 'King Alisaunder'.

The origin of the Dominican and Franciscan Friars in England is narrated, preliminary to an interesting account of Robert Grosseteste and Roger Bacon, both of whom PROFESSOR MORLEY admires greatly. 'Genesis and Exodus,' 'The Owl and Nightingale' and some other thirteenth century works are too briefly treated, and the account of the chronicles is resumed with that of Robert of Gloucester, our first chronicler in English since Layamon. The most noted chronicler of this century, Matthew Paris, receives, I think, too short a notice, especially since his works are now accessible in the *Rolls Series*. SIR FREDERIC MADDEN'S Preface to the 'Historia Minor' is very full, and we learn from it that Matthew Paris died in 1259, whereas from PROFESSOR MORLEY'S account we should infer that he was alive subsequent to 1273. A reading of this Preface shows also that there was no such writer as Matthew of Westminster, who figures on p. 346, but that the work which passes under his name is an abridgment of Roger of Wendover's 'Flores Historiarum' made by Matthew Paris, and part of it is written in his own hand. Robert of Brunne's chronicle and his 'Handlyng Synne' and a full account of the 'Gesta Romanorum' chiefly fill the following chapter and complete the history of the literature. The volume closes with some account of the Italian Revival and the birth of Dante. We are thus brought down to CHAUCER, the previous lit-

erature having been considered and the way prepared for his coming.

As in the volumes on Anglo-Saxon literature the account of early English literature in this volume invites comparison with that of PROFESSOR TEN BRINK, which, while not so full, is more critical. PROFESSOR MORLEY, however, is narrating the development of the English mind in all forms of literature, and in the English, French, and Latin languages, and he seeks to trace whatever may have influenced that mental development. Although the work seems to me occasionally to lack perspective, there is nothing to take its place, and it bids fair to be the fullest, and, we may hope, the best history of English literature that we possess.

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Preparatory French Reader By O. B. SUPER, Ph. D. 12mo. pp. iv, 224. Boston: D. C. Heath & Co. 1888.

The compiler of this little book believes in early and copious reading, and with this in view has collected some fifteen selections in prose with nine short poems (the latter averaging under a page and a half each). The selections are progressive in character, commencing with short translations from ANDERSEN'S tales and continuing with one from the Brothers GRIMM and another from MME DE GIRARDIN. The second part is more advanced, containing tales or selections from ERCKMANN-CHATRIAN, A. DUMAS, A. DAUDET, MÉRY, and MME FOA, averaging some eight pages each. The third part consists of 'Les Prisonniers du Caucase' by XAVIER DE MAISTRE. It may be doubted whether the editor has done wisely in taking "liberties with the texts" of the authors from whom he has drawn, in order to "furnish, as far as possible, easy and interesting reading for beginners." One would prefer to have the text of acknowledged masters left intact, especially as there is no real need for effecting any modification. In the wide domain of French literature it would not be difficult to find material for the compilation of a preparatory Reader without need of any changes. The object of the author has been to remove as many difficulties as possible by eliminating

unusual constructions, restricting and simplifying the vocabulary etc., so that the Reader is emphatically a "preparatory" one, and suitable especially for schools and strictly junior students. As the poems are at the end of the collection and are presumably meant to be read last, it would not have been difficult to make a selection which would have been much more representative of the beauty of French poetry, while remaining strictly within the scope of the book. Owing to the simplicity of the text the editor has not found it necessary to insert many notes. In those given, however, one sometimes misses the *mot de l'énigme*. For example, on p. 167, "*je vais conduire*, for *je conduirai*," the pupil has a right to be told that *aller* is necessarily used to express an immediate future.—P. 170, "*dès l'aurore* 'at dawn;'" here 'at earliest dawn' would bring out the specific meaning of *dès* (DE IPSO).—P. 171, "*il était*, 'there was,' impersonal construction;" add, "more vague and general than *il y avait*."—P. 178, "*à quoi bon vivre*, 'what's the good of living?'" The important point here to note is the construction, viz., *vivre (est) bon à quoi*, which few beginners will discover for themselves.—P. 179. In the "observation" on French versification, no mention is made of one of its most characteristic features, viz., the required alternation of masculine and feminine rimes; and nothing is said of the existence of a caesura.

A vocabulary is added, which gives in full-face type the English word derived from the French. A very cursory glance shows points requiring correction. *Grésil*, *orgueil*, *orteil*, *sept*, are represented as being pronounced respectively *grézi*, *orgüë-i*, *ortë-i*, *sé* (only); and *splinn* is an unfortunate representation of the pronunciation of *spleen*. On the other hand, the pronunciation of various exceptional words (such as *coq d'Inde*, *emmener*, *fusil*, *ouest*, etc.) is omitted; nor is there any indication as to which of the words with initial *h* have an aspirate. Moreover, would that the time might come when so simple and feasible a matter as the distinction between open and closed *a*, *e*, and *o*, wherever in doubt, might be clearly marked in such vocabularies as this, for the benefit of many teachers as well as of all pupils!

In connection with verbs there is nothing

(except the oftentimes undecisive definition, cf. *avancer*, *baigner*, *crever*), to show whether they are transitive, intransitive, or both; and the definitions sometimes leave even the essential meaning in obscurity; cf. *emmener*, 'to take away, take along;' *enlever*, 'to take or carry away;' *entraîner*, 'to carry away, take along.' Yet this is just the stage at which to point the pupil to accurate discrimination of the fact that *emmener* means 'to lead away,' *enlever*, 'to carry away,' *entraîner*, 'to draw away;' so also of *retourner* and *revenir* (both of which are defined 'to return'), that *retourner* means 'to go back,' *revenir* 'to come back.' Words so nearly alike in spelling in French and English "as to cause no difficulty," are not given. This, or oversight, excludes within the first four pages, *cheveux*, *dépôt*, *prune*, *quand*, *quelqu'un*. A regrettable omission is that of the numbering of the lines in the margin of the text.

Misprints are few: p. 4, l. 1, read *était* for *stait*; p. 5, l. 2, read *plus* for *pius*; p. 7, l. 14, read *rafrachir* for *refrachir*; p. 17, l. 9, read *pensées* for *penseés*; p. 217, under *résoudre* read *résolu* for *resolu*. *Joyeuses*, *rayonnait*, *oreillettes* are wrongly divided (*joy-euses*, *ray-onnait*, *oreill-etes*, p. 4, l. 21; p. 9, l. 13; p. 42, l. 12). Such words admit of division neither before nor after the *y* or *ill*.

The book, which is admirably printed and exceedingly convenient, is well adapted to the wants of strictly junior students, for whom it has been produced.

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Die Aussprache des Lateinischen. Versuch einer practischen Lösung dieser Frage auf wissenschaftlicher Basis. Von KARL PÖTZL. Nebst einem Anhang über die Schulmethode. 129 pp. Leipzig: Wilhelm Friedrich. 1888.

That a work treating of the pronunciation of Latin should have to stand its test before the forum of the MOD. LANG. NOTES no one will be disposed to deny, especially in the case of a book like that before us, which is largely based upon the supposed evidence of the Romance languages. In the course of his investigation, the author betrays, unfortunately, such a lack of knowledge of the principles of